**MSDE AUDIT RESULTS 2019**

**INFORMATION SHEET**

1.For speech-only students, SLPs cannot serve as the administrator/designee chairperson of an IEP Team Meeting. It must be a principal, assistant principal, special ed ITL, or another designated special educator.

2.For speech-only students or students also receiving speech services on an IEP, SLPs must include supports for the general education teacher on the Supplementary Aids, Services & Program Modifications page of the student’s IEP. such as consult with gen education teacher on ways to facilitate student’s speech in the classroom i.e. modeling correct articulation of words, providing positive feedback when student produces sounds correctly during reading activities, group discussions etc.

3.When a student is being dismissed for speech only services informally, the Re-evaluation Report dismissing a student from speech- services must be robust and comprehensive. It should include the following:

a. student’s current speech performance in therapy,

b. probe of current articulation sounds,

c. teacher survey information,

d. a statement indicating that the student’s speech skills no longer have an adverse impact on education performance requiring specialized instruction from an SLP.

4. Formal speech-language Assessment information must be repeated in every section of the PLAAFP 1 (Summary of Assessment Findings) that involves the services of the SLP such as Reading Comprehension and Speaking and Listening. The date of the speech-language assessment and the title of the SLP must be included in the “Summary of the Assessment Findings”

5. For speech-only students, there must be a statement on how the student is doing academically in the classroom in the PLAAFP 1. It can also be as simple as a stating the student’s current academic performance in English/Language Arts (above/below/on grade-level ( Reading Benchmark if appropriate), Math, Written Language and /or grades

If a student is a “walk-in” speech only student and is enrolled in a preschool program, you might contact preschool teacher for current information. If the student is not in a program, state that information in the PLAAFP 1.

6. SLPs **can no longer** use the statement related to the first ten days of school in or out of the gen ed classroom in the discussion box of the Service Delivery section of the IEP. The SLP must provide the services indicated in the Special Ed/Related Services Chart of the Service Delivery section of the IEP.

7.For a student, who receives services that are provided “*in general education*,”

 we will allow for this statement in the text box:

*“Student may receive speech-language therapy out of gen education for specific skill instruction, as needed.”*

 If the student receives out of gen ed therapy services on a consistent basis because he/she/they requires frequent specific skill instruction, then therapy hours must be changed on the Related Services Chart on the Service Delivery page of the IEP to reflect out of gen ed therapy services.